TRADOC Quality Assurance Program and IMT, Institutional Leader Development, & CTC Program Accreditation Initiatives

TASS Integration Conference
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Briefing Outline

Purpose: Provide information on stand-up of the TRADOC Quality Assurance Program and accreditation initiatives.

- **CG tasker overview**
- **QA Program:**
  - **Revitalization**
  - **Objectives**
  - **QA Offices/Elements**
- **Accreditation:**
  - **Strategic Objective**
  - **IMT/Ldr Dev Accreditation**
    - **Methodology**
    - **Concept overview**
    - **Standards**
  - **CTC Program Accreditation**
- **Timeline**

CG Tasker

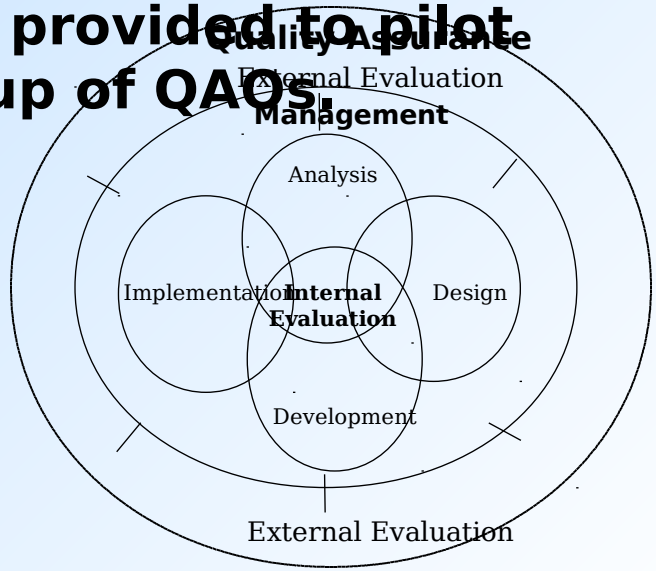
- Oct 01 stand up accreditation organizations that will perform accreditation in TRADOC.
  - DCG-IET (DCST assist) leads IET accreditation. *Note: Now IMT with stand-up of Accessions Cmd.*
  - CAC leads Institutional Leader Development Training and CTC Program accreditation.
- Focus on POIs, personnel, and infrastructure (BaseOpns).
- Mil and civ educators as team members; not inspection only; team will provide staff assistance.
- Training institutions complete self-assessment: applies to branch schools, TASS battalions, NCOAs, ATCs, and WHINSEC.

Quality Assurance Program

QA Program Revitalization

- **TRADOC has initiated a revitalization of the QA Program in support of Transformation.**
- **TRADOC CofS memo dated 12 Jun 2000 directed TRADOC centers and proponent schools to stand up a QA Office (QAO).**
- **DCST stood up HQ QA Office 1 Oct 01 IAW CG TRADOC directive; anticipated to go under DCG/CofS Aug 02.**
- **FY02 TRADOC Transformation funds provided to pilot centers and schools; working standup of QAOs.**

QAOs are CG's third highest priority for TRADOC Transformation.



What's the Real Difference

Old DOES	New QAO
Black hat	White hat
	Provide assistance
Checklist based	Criteria based
Identify deficiencies	Identify deficiencies
	and
	efficiencies
Recommend solutions	Recommend solutions
	Self-assessment
	Raises Higher HQ issues

QA Program Objectives

QA is the umbrella program (to include accreditation). Program objectives:

<u>Objective 1</u>: Establish and maintain an organizational structure within TRADOC to ensure quality and standardization of education/training, combat/training/doctrine development, and efficient management practices across components. *(Phases 1 - 2)*

<u>Objective 2</u>: Ensure all components are trained to the same standard and to perform in a Contemporary Operational Environment (COE). *(Phases 1 - 2)*

<u>Objective 3</u>: Ensure our students are trained to meet task performance standard. *(Phases 1 - 2)*

<u>Objective 4</u>: Ensure education/training meets the needs of the legacy, interim, and objective forces. *(Phases 2 & 3)*

Phase 1: FY 02
Phase 2: FY 03–04
Phase 3: FY 05…

QA Program Objectives, Con't

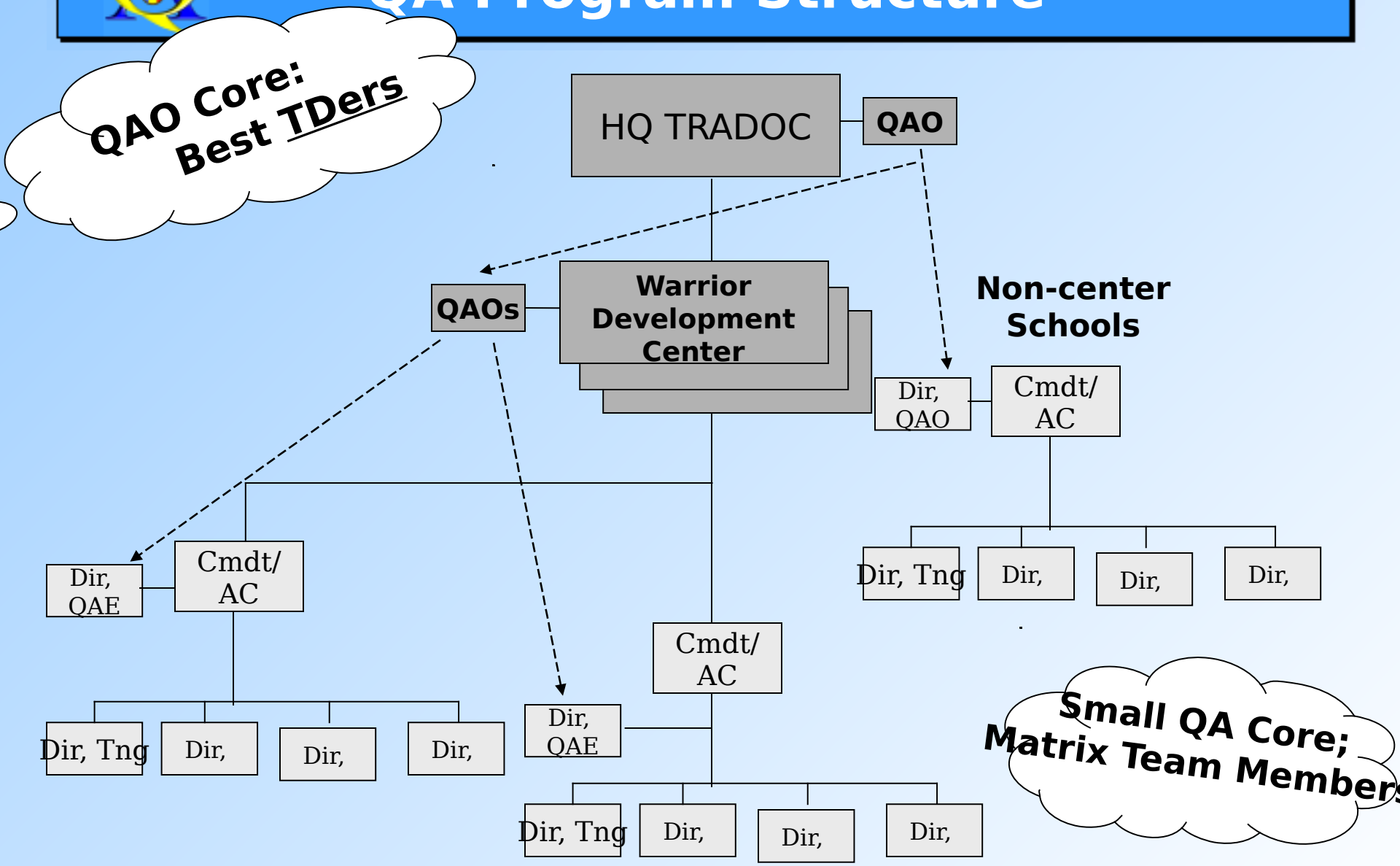
<u>Objective 5</u>: Ensure TRADOC management, staff, and faculty are trained to successfully meet mission requirements. *(Phases 1 – 2)*

<u>Objective 6</u>: Ensure education/training is efficient/effective; properly sequenced using live, constructive, and virtual learning; and available to the soldier when and where needed. *(Phases 1, 2, & 3)*

<u>Objective 7</u>: Ensure integration, quality, correctness, efficiency, effectiveness, and relevance of programs and processes across center and school DTLOMS to meet legacy, interim, and objective force requirements. *(Phase 3)*

<u>Objective 8</u>: Ensure DL Program is effective and efficient. *(Phase 3)*

QA Program Structure



Manning of QAOs

- **ATBG: FY02 Resources given to all centers and most schools to stand up a core QAO/QAE (as appropriate).**
  - **> HQ QAO will monitor position fills.**
  - **> Working military and civilian TDA requirements and authorizations with DCSRM.**
  - **> TDers (GS 1750s) as core; Title XIs, ORSAs, and training specialists as required.**
  - **> Generic 1750 JDs on DCST/T**

Quick fills are imperative;
Right qualifications are essential.

- **It's *critical* that you fill your QAOs/QAEs with ---**
  - **> The right people ---**
  - **> Who have the right knowledge and skills and ---**
  - **> Who can effect an "assistance" relationship!**

HQ TRADOC Quality Assurance Office

Our Mission: Establish and manage a viable QA Program to assure the CG, TRADOC, that the development and integration of combat, doctrine, and training/education development allow TRADOC to project and build future battlefield capabilities as well as provide the competency needs of the legacy, interim, and objective forces.

Phase 1 Tasks:

- Oversee stand-up of center & school QAOs (requirements, authorizations, work center descriptions).
- Implement IMT, Institutional Ldr Dev, and CTC Training Prog accreditations.
- Develop and integrate QA Program policies and guidance.

Motto:
Victory through Excellence

http://www-dost.monroe.army.mil/tdaa/

Center QAO Functions

Note: Schools not under a center will have QAOs with similar functions.

- **Serve as the "eyes and ears of the Cdr/Cmdt." *(Phase 1)***
- **Interface with HQ TRADOC QAO for program guidance and Higher Hq Issues (HHIs). *(Phase 1)***
- **Take lead on Inst Ldr Dev and IMT accreditation self assessments and oversight or accreditation of RC TASS Tng Bns. (Phase 1: Pilots; Phase 2: all other)**
- **Develop annual Master Evaluation Plan *(Phase***

Center QAO Functions, Con't

- **Conduct External Evaluations (quality and relevance of training and training products to legacy, interim, and objective forces). *(Phase 2)***
  - > **Unit evals via ARI external eval tool (AUTOGEN)**
  - > **Incoming staff and students**
- **Ensure quality controls are in place at center organizations and related TASS Tng Bns. *(Phase 2)***
- **Lead participation in CTC Rotations --- *(Phases 1 & 2)***
  - > **Doctrinal Review Visits (CTCD funds ea. sch. to send up to 2 SMEs to a CTC ea. Quarter)**
  - > **Focused Rotations (CALL funds ea. sch. to send up to 2**

Center QAO Functions, Con't

- **Conduct Internal Evaluations *(Phase 2 or 3)***
  - > **Mob training *(Phase 2: Designated Schools)***
  - > **Instructor evaluations *(Phase 2)***
  - > **IMI Playability and Product Reviews *(Phase 2)***
  - > **CD/DD/TD processes (FIDC) *(Phase 3)***

    Note: Accreditation Cited Separately
- **Conduct trends analysis to determine deficiencies and efficiencies across center organizations/functions ; recommend program/process improvements; ensure implementation of solutions; raise HHIs. *(Phase 3)***
- **Ensure integration, quality,**

School QAE Functions (for schools under a center)

- Serve as the “eyes and ears of the Cmdt/AC.”
- Assist center QAOs with internal evaluations, to include accreditation self assessments.
- Ensure quality controls are in place for product development (if applicable) and training implementation.
- QA products developed at the center DOTs/FDICs (or the school, if applicable); provide feedback.
- Assist with external evaluations (incoming students).
- Assist with or conduct instructor evaluations.

Implement Quality Assurance Process
External Evaluations

- Develop and execute a standardized, systematic feedback process between units and proponents
- Determine adequacy and relevance of TRADOC training products to unit needs
- Implement changes as necessary
- Calibrate training to meet readiness requirements—neither too much nor too little
- Conduct surveys and periodic field visits
- Leverage automation technology to minimize burden on unit & maximize quantity and quality of feedback data
- Meet training needs of

Accreditation

Accreditation Strategic Objective

Value added:
Enhanced soldier performance, proponent self-assessment, and AC/RC standardization.

Accreditation is a QA function that assures the command that training institutions meet accepted standards

- **We are providing standardized training and training products that are doctrinally correct and set the correct standards for the Army.**
- **Staffs, faculties, and O/Cs are trained to standard and provide quality instruction.**
- **Institutional infrastructure meets required standards.**

Bottom line: Developing soldiers, leaders and units to standard; ensuring training and education is effective.

IMT/Inst. Ldr Dev Accreditation Concept Overview: Ph 1-2

- Pilot QAOs
- Leverage existing accreditations

HQ TRADOC — **QAO**

DCST: Policy, Guidance, and Oversight (TR 350-70)

QAO — **CAC**

DCG-IET/ Accession Cmd — **QAO**

Accredit Initial Military Training

Accredit Leader Development Training

(OES, WOES, NCOES at proponent schools)

Accredit CTC Program

DCSINT & ATSC assist

***Oversight* of USASMA,**

WOCC, and proponent school accreditations

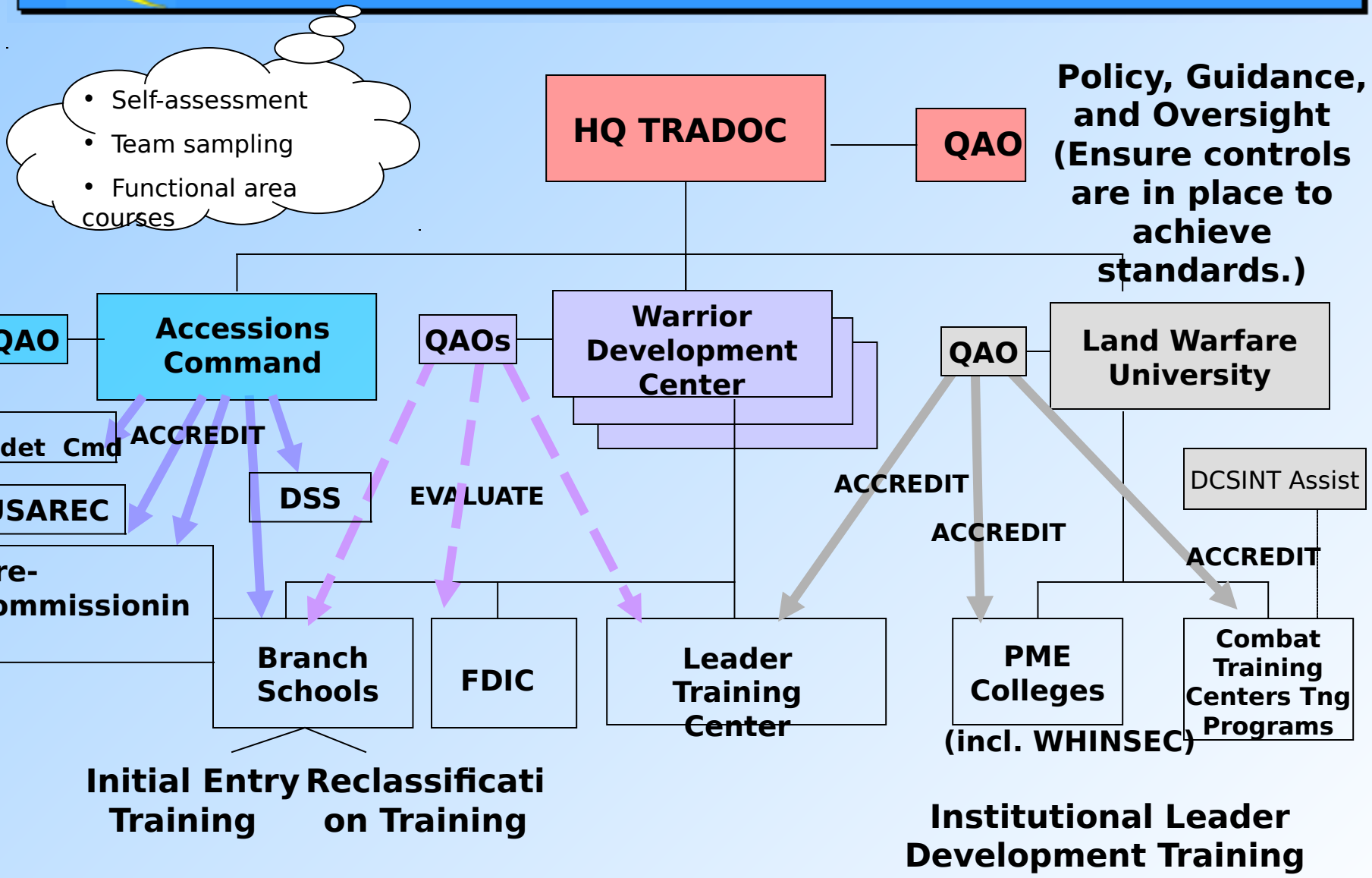
Accredit WHINSEC

DCST

Oversee Reclassification Training Accreditation

HQ TRADOC will issue accreditation status.

Accreditation Concept Overview: Ph 3 (TBD)



Accreditation Teams

- **Teams will be augmented based on the needs of the on-going accreditation/evaluation effort.**

  > Centers and/or schools to send a rep on one IMT and one Inst. Leader Dev Accreditation Team visit each year.

  > Title XIs from RC TASS Tng Bn accredited last year can assist with current year accreditations of other RC battalions.

  > SMA and WOCC will send reps on Institutional Leader Dev Accreditation Teams.

- **Accreditation Teams:**

  > CAC Institutional Ldr Dev & CTC Program Accreditation Teams

  > DCG-IET/Accessions Cmd Accreditation Team

  > Proponent School Accreditation Team

  > SMA Teams to non-proponent NCOAs

Accreditation Methodology: IMT/Inst. Ldr Dev

- HQ TRADOC provides accreditation policies & standards.
- Training institutions complete a formal self-assessment and submit findings to team prior to visits.
- Matrix organization: Core team augmented for on-site visits as required.
- Accreditation Teams visit to verify results of self-assessment, spot check areas of interest, and provide assistance.

Accreditation Methodology: IMT/Inst. Ldr Dev (Con't)

- **CAC and DCG-IET/Accessions Cmd teams recommend accreditation status (bar of excellence) to HQ TRADOC. Bars of Excellence (accreditation levels):**
  - **> Level I: Candidate for Accreditation**
  - **> Level II: Provisional Accreditation**
  - **> Level III: Full Accreditation**
  - **> Level IV: Center/School of Excellence**

- **HQ TRADOC consolidates ratings and issues formal accreditation status.**

IMT/Inst. Ldr Dev Accreditation: Phase 1

- **All schools do a self assessment in FY02; begin making on-the spot corrections**

Gives the center/school --- a chance to make on-the spot corrections - raise HHIs

- **Beginning Aug 02:**
  - **Institutional Leader Development Accreditation Team accredits 2 schools (FA & ADA).**
  - **IMT Team conducts pilot accreditation of EN (Ft. Leonard Wood & Ft. Belvoir); FA, and AR; assessment/assistance visits to QM and ORD.**

IMT/Inst. Ldr Dev Accreditation: Phases 2 & 3

- **Phase 2**
  - **Assess time requirement for re-accreditation (2-3 years).**
  - **Accredit remaining schools.**
- **Phase 3: Continue IMT & Inst Ldr Dev accreditation; begin functional course evaluations, process reviews, trends analysis, etc.**

IMT and Inst. Leader Development Courses

Phases 1 & 2

- **AAC: BCT, AIT, OSUT, Drill Sergeant Instr, WOCS, *R&R instr, pre-commissioning [ROTC and OCS], Ph 1: BOLC***

- **CAC, Leader Development:**

  - **OES: OBC, OAC, CCC, PCC, *and CGSC courses: CGSOC, SAMS, CAS3, SCP)***
    (Ph 2: BOLC, CALC, CABCC, and ILE)

  - **WOES: WOBC, WOAC, WOSC, WOSSC**

  - **NCOES: PLDC, BNCOC, ANCOC, SMC, CSMC**

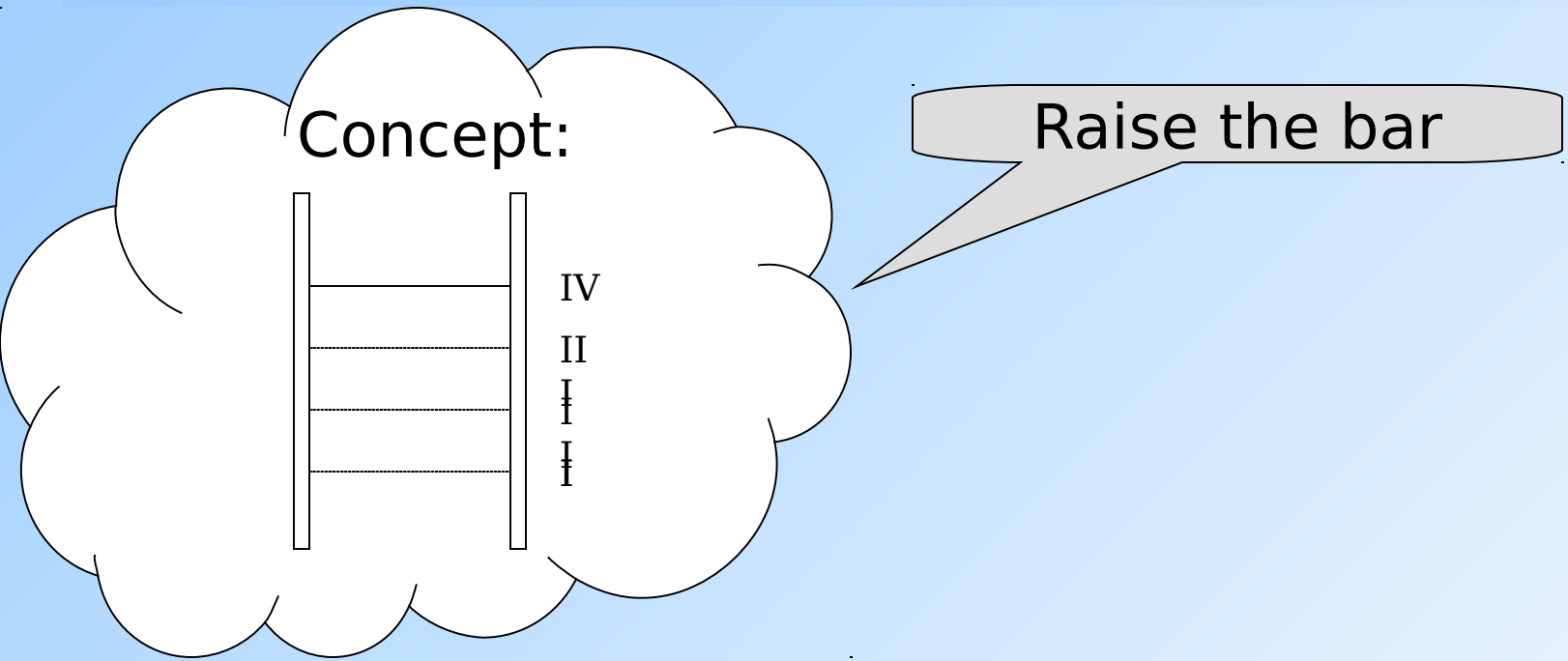
WHINSEC Accreditation

Special emphasis

- **Purpose:**
  - To evaluate training with emphasis on SECDEF mandated training and Special Emphasis Items.
  - To evaluate training support provided by USAIC&S and other organizations

- **Matrix team consisting of CAC (lead), DCST, CINC- SOUTHCOM, and others TBD**

Bars of Excellence



Level IV (Center/School of Excellence): 11 core + add'l 30 standards

Level III (Full Accreditation): 11 core + add'l 24 (of 34) standards

Level II (Provisional Accreditation): 11 core standards (Report)

Level I (Candidate for Accreditation): 5 core

Standards by Category

Training Implementation

- P- Instructor qualifications
- P - S&F training
- T- Instructors train to std
- T Eval instr performance
- T - COE/OPFOR compliant
- T - Opportunity to demo student skills

  - T - Have and use course documentation
  - T - Use training resources as prescribed
  - T - Use ranges & training areas as prescribed
  - T - Academic counseling
  - T - Mentor & role model

Training Support

- P - Staffed IAW TDA
- I - Class areas adequate
- T - Training resources provided to instructors
- I - Transportation system
- I - Billets clean & adequate

Testing

- T - Students can perform to standard
- T - Test IAW guidance
- T - Test valid & reliable
- T - Test control procedures
- T - Students demo COE knowledge

T = Training Programs

I = Infrastructure

P = Personnel

= Level One

= Level Two

Standards by Category (Con't)

Course Requirements

- T - Complies w/ ATRRS entry
- T - Pre-course material distribution
- T - Class size limitations
- T - Complies with Instructor-student ratios
- T - Follows mandatory training sequence
- T - On-site risk assessment
- T - Conduct after action reviews
- T - Provide remedial training
- T - Conduct physical fitness training
- T - Safety and environmental considerations

Quality Control

- T - QA/QC functions in place
- T - Conducts internal and external evaluations
- T - Tasks current & approved
- T - Corrected shortcomings
- T - Copyright compliance
- T - Training is effective & efficient

Student Management

- T - Course prerequisites
- T - Student processing
- T - Retraining policy
- T - Attendance records
- T - Student records
- T - Body composition
- T - Evaluation reports
- P - EEO & POSH
- I - Health, welfare, QOL

T = Training Programs

I = Infrastructure

P = Personnel

CTC Program: Accreditation Concept Overview

CTC Pillars- Resources

Ops Group: DCST-W (CAC-CGSC assists) accredits O/C Training Program.

OPFOR: DCSINT (DCST assist) accredits COE.

TADSS: ATSC (STRICOM & DCST-W assist) validates TADSS and System Integration Reviews (Tng Msn Area).

Facilities: DCST-W validates CTC O&M.

What we expect to gain from the pilots:

- **Verification of standards and criteria: correct? needed additions or deletions?**
- **Confirmation on team compositions, pre-visit requirements, and accreditation frequencies.**
- **Resource requirements: manpower, facilities, equipment, and time.**

DAC/TFIO Roles

- **Conduit for TATS Course issues/reviews between school and USARC/NGB.**
- **Involvement w/TATS Courses redesigned for DL.**
- **Knowledge of QA issues involving the RC.**

Timelines

- ✓ **25 Jan 01:** First Tiger Team mtg.
- ✓ **Feb-Apr:** IPRs for ADCST/DCST/DCSED/CofS
- ✓ **26-28 Jun:** 1st Accreditation Coordinating Council meeting
- ✓ **Oct:** ✓ DCST QAO - 1 Oct
  ✓ LWU QAO - 30 Oct
  Accessions Cmd QAO - ✓ DCST/AIETD until standup
- ✓ **Oct - Dec:** ✓ Conduct Accreditation Coordinating Council meetings
  CAC and DCG-IET/DCST develop accreditation plans
- ✓ **Nov on:** HQ QAO bi-monthly VTCs for center/school QAOs
- ✓ **Apr:** Field policy memo and standards/guides
- ≈ **Apr-May:** TRADOC DCG/CofS to receive action plan briefings or info papers
- ✓ **May:** QA Workshop
- **Apr-Sep:** Conduct assistance visits as req'd; all training institutions conduct self-assessments (one IMT and one Inst. Ldr Dev course for non-pilot participants)
- **Aug-Sep 02:** Conduct pilot IMT/Inst. Ldr Dev accreditation visits.
- **Apr 03:** Title XI Prog Merges w/QA Prog

Questions/Comments?